

FY 2020

**CTAS Purpose Area 8: Tribal Juvenile Healing to Wellness Court *Resource Guide with Planning Templates***

**FY 2020**

**Tribal Youth Resource Center**

Strategic Planning Resource Guide



*This project was supported by Grant #2018-MU-MU-K001 awarded by the Office of Juvenile Justice and* *Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice.  
 The opinions, findings, and* *conclusions or recommendations expressed in this publication/program/exhibition are those of the author(s) and do not necessarily reflect those of the Department of Justice.*

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| **Introduction:** |
| ***Greetings from the Tribal Youth Resource Center!***  *Our team is glad to be able to work with your Tribe and community. We hope our center can be of assistance to you as you begin to plan and develop your* ***Tribal Juvenile Healing to Wellness Court.*** *This planning guide is intended to serve as a resource for your team as you work together to develop a project strategic plan.   A plan that is developed by a committed group of people enhances the potential for effective project implementation. By developing the project plan your team is:*   * *Developing a “living document” that can be reviewed ongoing as the framework for project decision-making.* * *Designing a road map for realizing the team’s goals and objectives for the Tribal Juvenile Healing to Wellness Court.* * *Building a foundation to support positive outcomes as part of the OJJDP grant-funded initiative and for future team-initiated evaluation processes.*   *This tool is provided as a resource to your planning team. A table of contents is provided below that will provide an overview of each of the elements within the strategic planning resource guide. Each OJJDP Tribal Grantee may access Training and Technical Assistance throughout the planning and implementation process. Please do not hesitate to reach out to your OJJDP Tribal Youth Resource Center (TYRC) Training and Technical Assistance Specialist if you have any questions about this guide or your project planning process.* |
| As a training and technical assistance provider for the [Office of Juvenile Justice and Delinquency Prevention](https://www.ojjdp.gov), the [Tribal Youth Resource Center](https://www.TribalYouth.org) as part of the [Tribal Law and Policy Institute](https://www.home.tlpi.org/) and its partner the [National Native Children’s Trauma Center](https://www.nnctc.org/) bring an in depth understanding and appreciation of American Indian and Alaska Native History, customs, Indigenous justice systems. **Native youth benefit from a value held by Native peoples: *Our Children are Sacred.***    *Tribal Youth Resource Center Email:* [*TribalYouth@TLPI.org*](mailto:TribalYouth@TLPI.org)  *Web:* [*www.TribalYouth.org*](http://www.TribalYouth.org) |

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| Table of Contents | |
| Section | Page |
| * Program Reporting | 3 |
| * OJJDP FY 2020 Grant Program Timeline Snapshot | 4 |
| * Tribal Healing to Wellness Court the Key Components | 5 |
| * Tribal Juvenile Healing to Wellness Court Planning Resources | 8 |
| * Program Contact Information | 9 |
| * Plan Core Components | 10 |
| * Community Advisory Circle | 11 |
| * Vision and Mission | 16 |
| * Program Logic Model | 18 |
| * Communication Plan | 21 |
| * Data Collection and Evaluation | 24 |
| * S.M.A.R.T. Goals and Supportive Objectives | 32 |
| * Sample Objectives Years One Through Five | 37 |
| * Engaging Youth and Community Voice | 40 |
| * Sustainability Plan | 42 |
| Appendix |  |
| * Developing the Community Advisory Committee Guidance and Activity Worksheet includes *Sample Advisory Committee Charter* and *Sample Advisory Committee Agenda* | 45 |
| * Wellness Court- *Sample Team Documents* | 56 |
| * Community Engagement and Sustainability Supplemental Materials | 68 |
| * Logic Model Supplemental Materials- *Sample Program Logic Models* | 70 |

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| ***Program Reporting*** |
| Please confer with your OJJDP Grants Management Specialist regarding questions about project reporting. [JustGrants](https://justicegrants.usdoj.gov/training-resources/justgrants-training/grants-management-lifecycle) training is available through a series of self-guided eLearning videos, job aid reference guides and infographics. The [training resources](https://justicegrants.usdoj.gov/training-resources/justgrants-training/grants-management-lifecycle) provide users with an overview of the JustGrants processes, as well as detailed instructions on how to navigate through the various features and functionalities of the system. Visit <https://justicegrants.usdoj.gov/training-resources> to learn more.  Grant Management Support   * Self-Service Support <https://justicegrants.usdoj.gov/user-support> * For grant-related support, contact the grant manager listed on the award, or the appropriate funding office OJP Support Email: [JustGrants.Support@usdoj.gov](mailto:JustGrants.Support@usdoj.gov); Phone: 833-872-5175 |
| ***Financial Reporting*** |
| Federal Financial reports (FFR) are due Quarterly. Review Financial Reporting Guidance by visiting <https://justicegrants.usdoj.gov/training-resources/justgrants-training/financial-reporting> |

# FY 2020 Tribal Grantee OJJDP Prescribed Objectives Overview: The FY 2020 CTAS Purpose Area 8 Grant Solicitation provides a five year grant period. A snapshot of a sample working timeline is included below. Please note that you can view the detailed list of objectives in the project solicitation link here: <https://www.justice.gov/file/1223441/download> and on page 34 of this resource guide.

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| **The Tribal Healing to Wellness Court Key Components:**  *“The Tribal Healing to Wellness Court is not simply a tribal criminal or family court that orders individuals to treatment. Rather, it is an innovative and collaborative legal process that adapts the drug court concept and its key components to meet tribal criminal, juvenile and child welfare needs. The implementation of a Tribal Healing to Wellness Court is likely to require tribal institutional and legal reforms and further development of tribal alcohol and drug treatment and mental health services. Although a significant undertaking, the drug court model provides a highly promising approach to tribal communities to begin effecively responding to alcohol and drug abuse treatment.”* [[1]](#footnote-1) |
| http://wellnesscourts.org/images/10keycomponents.png |
| **Key Component #1: Individual and Community Healing Focus** Tribal Healing to Wellness Court brings together alcohol and drug treatment, community healing resources, and the tribal justice process by using a team approach to achieve the physical and spiritual healing of the individual participant, and to promote Native nation building and the well-being of the community.  **Key Component #2: Referral Points and Legal Process** Participants enter Tribal Healing to Wellness Court through various referral points and legal processes that promote tribal sovereignty and the participant’s due (fair) process rights.  **Key Component #3: Screening and Eligibility** Eligible court-involved substance-abusing parents, guardians, juveniles, and adults are identified early through legal and clinical screening for eligibility and are promptly placed into the Tribal Healing to Wellness Court.  **Key Component #4: Treatment and Rehabilitation** Tribal Healing to Wellness Court provides access to holistic, structured, and phased alcohol and drug abuse treatment and rehabilitation services that incorporate culture and tradition.  **Key Component #5: Intensive Supervision** Tribal Healing to Wellness Court participants are monitored through intensive supervision that includes frequent and random testing for alcohol and drug use, while participants and their families benefit from effective team-based case management.  **Key Component #6: Incentives and Sanctions** Progressive rewards (or incentives) and consequences (or sanctions) are used to encourage participant compliance with the Tribal Healing to Wellness Court requirements.  **Key Component #7: Judicial Interaction** Ongoing involvement of a Tribal Healing to Wellness Court judge with the Tribal Wellness Court team and staffing, and ongoing Tribal Wellness Court judge interaction with each participant are essential.  **Key Component #8: Monitoring and Evaluation** Process measurement, performance measurement, and evaluation are tools used to monitor and evaluate the achievement of program goals, identify needed improvements to the Tribal Healing to Wellness Court and to the tribal court process, determine participant progress, and provide information to governing bodies, interested community groups, and funding sources.  **Key Component #9: Continuing Interdisciplinary and Community Education** Continuing interdisciplinary and community education promote effective Tribal Healing to Wellness Court planning, implementation, and operation.  **Key Component #10: Team Interaction** The development and maintenance of ongoing commitments, communication, coordination, and cooperation among Tribal Healing to Wellness Court team members, service providers and payers, the community and relevant organizations, including the use of formal written procedures and agreements, are critical for Tribal Wellness Court success. |

Additional youth-focused treatment resources may be helpful to review for new Juvenile Healing to Wellness Court Teams. The National Council of Juvenile and Family Court Judges issued 16 Strategies in Practice to support juvenile drug treatment. While Juvenile Drug Treatment Courts and Juvenile Wellness Courts differ, practitioners within the JHWC may find these strategies to be helpful as the resource considers youth-specific treatment needs in an interdisciplinary juvenile court setting. See <https://www.ncjfcj.org/wp-content/uploads/2014/03/NCJFCJ_JDC_TipSheets_Final.pdf> to review the full text.

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| **Practical Tips to Help Juvenile Drug Court Teams  Implement the 16 Strategies in Practice:** |
| 1. Collaborative Planning |
| 1. Teamwork |
| 1. Clearly Defined Target Population and Eligibility Criteria |
| 1. Judicial Involvement and Supervision |
| 1. Monitoring and Evaluation |
| 1. Community Partnerships |
| 1. Comprehensive Treatment Planning |
| 1. Developmentally Appropriate Services |
| 1. Gender-Appropriate Services |
| 1. Cultural Competence |
| 1. Focus on Strengths |
| 1. Family Engagement |
| 1. Educational Linkages |
| 1. Drug Testing |
| 1. Goal-Oriented Incentives and Sanctions |
| 1. Confidentiality |

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| **Tribal Juvenile Healing to Wellness Court Planning Resources** |
| There are several resources your team may review to support planning and implementation of your Tribal Juvenile Healing to Wellness Court. While not Tribal specific there are a number of helpful resources related to youth drug treatment court models. Your team may wish to review these as you identify developmentally appropriate approaches. This table is only a sampling of resources. Your training and technical assistance specialist can support your team and identify additional resources to support the various aspects of planning a wellness court. |
| **Helpful Websites:** |
| * OJJDP Tribal Youth Resource Center- <https://www.TribalYouth.org> * Wellness Courts, Tribal Law and Policy Institute- <https://www.wellnesscourts.org> Visit the Publications section for numerous publications. <http://wellnesscourts.org/HWC_Publication_Series.cfm> * Office of Juvenile Justice and Delinquency Prevention, Juvenile Drug Treatment Court Guidelines <https://ojjdp.ojp.gov/programs/juvenile-drug-treatment-court-guidelines> * Juvenile Drug Treatment Court Information Center, National Council of Juvenile and Family Court Judges <https://www.ncjfcj.org/child-welfare-and-juvenile-law/substance-abuse-and-opioids/jdtc/> * Treatment Courts Online, Center for Court Innovation <https://treatmentcourts.org/> * National Institutes on Drug Abuse, NIDA for Teens, <https://teens.drugabuse.gov/> |
| **Resources to Support Project Planning and Implementation:** |
| * Tribal Juvenile Healing to Wellness Court Handbook- Practical Planning and Suggested Tools, OJJDP Tribal Training and Technical Assistance, (2017) <https://www.tribalyouthprogram.org/media/filer_public/ae/87/ae87b60b-c1c3-408d-9d00-38f5cff0b23e/jh2w_court_handbook.pdf> * Tribal Healing to Wellness Courts, the Key Components, 2nd ed., (2014), Tribal Law and Policy Institute <http://wellnesscourts.org/files/Tribal%20Healing%20to%20Wellness%20Courts%20The%20Key%20Components.pdf> * Tribal Healing to Wellness Courts: Case Management (2018) Tribal Law and Policy Institute <http://wellnesscourts.org/files/HTWC%20Case%20Management.pdf> * Individualizing Responses to Motivate Behavior Change in Youth: A Four Prong Approach <https://www.ncjfcj.org/publications/individualizing-responses-to-motivate-behavior-change-in-youth-a-four-pronged-approach/> * Practical Tips to Help Juvenile Drug Court Teams Implement the 16 Strategies in Practice <https://www.ncjfcj.org/publications/practical-tips-to-help-juvenile-drug-court-teams-implement-the-16-strategies-in-practice/> * Tribal Family Engagement McKay et al., “[Parent and Family Involvement with Youth in the Tribal Juvenile Justice System: Perspectives from OJJDP’s Tribal Green Reentry Initiative](https://www.rti.org/sites/default/files/resources/family_involvement.pdf),” RTI International, 2014 * National Indian Child Welfare Association, “[Traditional Family Engagement](https://theinstitute.umaryland.edu/media/ssw/institute/national-center-documents/Fam-Engagement-Toolkit-2018-v2.pdf),” Tribal Best Practices A Toolkit with Best Practices, Research, and Resources. |

FY2020 CTAS Purpose Area 8   
Juvenile Healing to Wellness Courts  
*Strategic Planning Resource Guide (Strat Pak)*

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| **Section One: Contact Information –** Your TYRC Training and Technical Assistance Specialist will utilize contact information to outreach and share helpful resources, information, and updates from the Office of Juvenile Justice and Delinquency Prevention. Generally, the TYRC will maintain primary contact with the programmatic leads of the project. If there are additional points of contact, please let the TYRC specialist know by including additional program contact information below. | |
| **Tribe or Village Name:** | Click or tap here to enter text. |
| **Grant Award Number:** | Click or tap here to enter text. |
| **Program Mailing Address:** | Click or tap here to enter text. |
| **Grantee Primary Point of Contact and Role:** | Click or tap here to enter text. |
| **Primary Point of Contact Email:** | Click or tap here to enter text. |
| **Primary Contact Phone Number:** | Click or tap here to enter text. |
| **Grant Financial Point of Contact:** | Click or tap here to enter text. |
| **Financial Contact Email:** | Click or tap here to enter text. |
| **Additional Point of Contact and Role:** | Click or tap here to enter text. |
| **Additional POC Email:** | Click or tap here to enter text. |
| **OJJDP Program Specialist:** | Click or tap here to enter text. |
| **Technical Assistance Specialist:** | Click or tap here to enter text. |
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| **This plan addresses the following core components:** |
| Community Advisory Circle and Juvenile Healing to Wellness Court Team |
| Communication |
| Vision and Mission |
| Logic Model |
| Data Collection and Evaluation |
| Specific Measurable Achievable Relevant Time-bound (S.M.A.R.T.) Goals and Objectives |
| Youth and Community Engagement |
| Sustainability Plan |

* Throughout this document you will see these helpful notes and tips. These tips are offered to help guide you through this document.

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| **Community Advisory Committee/Circle**  The Advisory Committee/Circle will work together to support the planning and implementation of the Juvenile Healing to Wellness Court. The advisory committee may include core service team members, however the advisory committee purpose and scope is separate and distinct from the daily and general operations of the core service team. As a core component, the CAC is considered a best practice for strategic planning, implementation, and sustainability. The purpose of the CAC is to contribute to the overarching framework and program design from planning to future sustainability.  CAC are generally comprised of 6-12 members representing all facets of the community from elders, youth, informal leaders to treatment and direct service providers, justice system providers, tribal agency partners and tribal leadership. Use the table below to list the current CAC members. Note that your advisory committee/circle may expand or change over time, but a dedicated group is key to project planning success. See the Appendix for additional guidance related to development of the Juvenile Healing to Wellness Court Advisory Committee. | | | |
| **Member Name** | | **Role/Title** | **Agency/Organization and Contact Information (Phone/Email)** |
|  | Type partner name here | Type partner name here | Click or tap here to enter text. |
|  | Type partner name here | Type agency/department representing. | Click or tap here to enter text. |
|  | Type partner name here | Type agency/department representing. | Click or tap here to enter text. |
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|  | Type partner name here | Type agency/department representing. | Click or tap here to enter text. |
|  | Type partner name here | Type agency/department representing. | Click or tap here to enter text. |

\*Add rows as needed. While your cursor is in the last row, right click and then click “insert rows below.”

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| **CAC Meeting Frequency:**  **It is important to set regular meetings of the CAC to support ongoing program planning and development. It is recommended that teams meet bi-weekly and no less than monthly during the planning phase to ensure progress toward program implementation.** |
| Please provide a brief overview of the frequency of Community Advisory Circle meetings.  *Example: Bi-Weekly, Monthly, Quarterly*  *Example Language: The Community Advisory Circle shall meet bi-weekly/monthly during the planning year of the grant, and then shall meet quarterly and as needed for program support.* |
| Type Community Advisory Circle meeting frequency. |

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| **Community Advisory Circle Responsibilities** |
| Provide a brief overview of the responsibilities of your advisory circle, program planning, support, implementation, and guidance are all roles that an advisory committee may support as part of the project activities.  *Example Language: The Community Advisory Circle meets monthly and assists in the development of the Strategic Plan. The Community Advisory Circle outreaches to community members and provides frequent updates on the program implementation progress.* |
| Type Community Advisory Circle responsibilities here. |

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| **Juvenile Healing to Wellness Court Interdisciplinary Team**  The Juvenile Healing to Wellness Court model assumes an interdisciplinary team approach in the planning, implementation, and week-to-week operations of the Juvenile Healing to Wellness Court. Team members may include judges, presiding officers, prosecutors, legal advocates, public defenders, substance abuse and mental health providers, police officers, probation officers, social services workers, school representatives, traditional knowledge holders and healers, elders, education and employment representatives, and other community representatives. | |
| **Member Name** | **Role on Team** |
| Type partner name here | Type partner name here |
| Type partner name here | Type agency/department representing. |
| Type partner name here | Type agency/department representing. |
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| **Meeting Frequency** |
| Please provide a brief overview of the frequency of Multidisciplinary team meetings.  *Example: Team shall meet weekly or bi-weekly to staff and review and discuss participant progress. Team shall meet monthly regarding policy or business pertinent to the JHWC team.* |
| Click or tap here to enter text. |

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| **Determining Interdisciplinary Team Responsibilities** | |
| Provide a brief overview of the responsibilities of your Juvenile Healing to Wellness Court team. Juvenile Healing to Wellness Courts provide an institutionalized means to collaborate in order to design and implement a process that meets the specialized needs of court-involved youth with alcohol and/or other drug abuse problems. Collaboration is an ongoing activity, requiring frequent reassessment and adoption of new responsibilities. These responsibilities may be listed within the policies and procedures and may also be integrated as part of Memorandum of Understanding. | |
| **Team Member** | **Responsibilities** |
| **Judicial Leader** |  |
| **Program Coordinator** |  |
| **Court Clerk/Court Staff** |  |
| **Treatment Provider** |  |
| **Behavioral Health Provider** |  |
| **Probation/Supervision/Law Enforcement** |  |
| **Culture/Spiritual/Mentor** |  |
| **Other Team Member (Include Title/Role)** |  |
| **Other Team Member (Include Title/Role)** |  |
| **Other Team Member (Include Title/Role)** |  |
| Once you establish the CAC and initiate the process of identifying core team members, you can work toward developing project vision and mission statements. Your TTA specialist will provide helpful resources related to the development of project vision and mission statements.  Let’s take a look at the Project Vision and Mission Statement Overview. |  |
| **Vision and Mission Statements**  Developing effective vision (*your inspired dream*) and mission (*why your program exist*s) statements are important first steps in your strategic planning process. These written declarations provide the program’s foundation while communicating the purpose and direction of work that will be launched during the next five years. | |

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| **VISION STATEMENT**  Your dream/the desired end state, where you would like to be.  Statement is generally inspirational, memorable and concise. |
| Click or tap here to enter text. |

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| **MISSION STATEMENT**  A statement of why your strategic initiative/program exists explained in 1-2 sentences that are generally brief & clear. |
| Click or tap here to enter text. |

***So how are we going to work toward our Vision and   
implement our Mission statement?***

Let’s start with developing a logic model, which is a depiction of your project- where you’ve been, where you are going, how you are going to get there and how you know you have arrived. There are a number of formats that can be utilized to develop a project logic model. Let’s take a look at some examples and define the components of a logic model.

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| **Program Logic Model**  A logic model can help you define and refine your program’s goals, objectives, and activities while serving as a concise communication document in sharing your program’s information with families, Tribal leadership, other Tribal programs, and community members.  It helps you assess whether or not:   * The resources you have are sufficient to carry out the activities you want to implement. * The activities you plan to implement will achieve your goals. * Your goals will have the impact you expect them to have. |

**Components of a Logic Model**

* Priority statement: A priority statement states the intent or rationale for your initiative; The problem you will solve. *What are the issues that you have identified specific to your community?*
* Inputs: Inputs are all the resources you have available to the program. They include people, financial, and technological capital. They are often tangible goods. *Think about the changes you want to see.*
* Activities: Activities are the ways in which the program is using the inputs you identified. They include processes, tools, events, and actions.
* Outputs: Outputs are the direct result of or product of an activity, such as a trained individual or the number of people educated and influenced by a campaign.
* Outcomes: These are the specific changes in behavior, knowledge, skills, status, and level of functioning that result from the program. They are sometimes divided into short- and medium-term outcomes.
* Impact: The outcome is the overarching goal(s) or purpose of the program and should lead to a change at the community or society level. Impact is a measure of that change.

See a traditional logic model example below. Note that the movement is from left to right, demonstrating the impact of change resulting from the program inputs and activities. Short term and long term outcomes are notes for each input. In the example below we begin with Key Component 1 of the Tribal Ten Key Components.

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| **Program Logic Model**  ***Example text is included to help you get started. Review the Tribal Key Components for ideas on program inputs and activities. Note that the Key Components are a guiding framework for communities in developing and implementing the Tribal Juvenile Healing to Wellness Court.*** | | | | |
| **Priority Statement:** Delinquency in our Tribal community is often related to the use of illicit substances and alcohol, as well our community youth lack access to vital resources to support treatment and diversion from the juvenile justice system. | | | | |
| **Overarching Goal** | | | | |
| **Goal 1:** *Example: Develop a holistic and culturally-focused Tribal Juvenile Healing to Wellness Court to support youth aged 14-21 with access to responsive treatment and individualized case management.* | | | | |
| **Program Inputs** | **Program Activities** | **Program Outputs** | **Short Term Outcomes (1-3 years)** | **Long Term Impact (5+ years)** |
| Developmentally appropriate and culturally-relevant treatment and rehabilitation plans for Tribal Youth. | Referral to appropriate treatment services, including inpatient, outpatient, and culturally responsive treatment approaches. | Youth receive treatment plans to support ongoing sobriety and positive health change. | Increase in individual youth health and wellness, sobriety, and cessation of delinquent behaviors. | Long-term diversion from juvenile justice system and adult criminal system. |
| What additional inputs will you list? Reminder- the Key components are a framework feel free to list local inputs and activities. Add more rows as needed. |  |  |  |  |
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There are other logic model examples and formats that can be utilized. See the Appendix for two additional logic model examples.

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| **Communication Plan**  A communication plan will contribute to effective communication with fellow team members, partners, youth and families. Tribal and community leadership and other stakeholders should be included in communication plans and activities. A plan will assist in reducing communication barriers and strengthen your strategies to engage in consistent and on-going collaborative communication. Communication is essential to support the operations and ongoing support of youth within the JHWC. The team should determine policies to promote positive and collaborative communication. |

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| **Activities and Considerations** | **Considerations** | **Example Actions/Activities  (Add additional actions/activities as necessary and identified.) Teams can review sample activities and determine appropriate actions for the team.** |
| **Determine core team and service providers and their preferred or necessary methods of communication.** | Consider the core service team that will engage with the youth. This team will confer ongoing regarding participant progress. | * Develop and circulate team contact sheet with information necessary to ensure ongoing team communication. |
| **Complete Necessary Confidentiality Agreements for all Team Members** | Federal, State, and Local confidentiality rules may impact the transmission of participant information. | * Review Federal/State/Local Privacy Laws * Draft Team and Participant Confidentiality Agreements/Consent Forms/Waivers |
| **Establish Team or Partner Memorandum of Understanding (MOU/MOA)** | MOU/MOA can delineate team roles, responsibilities, and support collaboration between Tribal departments or other partnering agencies. | * Review current MOU/MOA if needed request support to develop MOU/MOA. * Establish roles and responsibilities of team members and partnering agencies. * Set meetings to discuss terms/stipulations of MOU. * Adopt and Finalize MOU/Agreements. |
| **Develop Policies and Procedures to Support Team Conferencing** | Teams should conference prior to each court docket and should remain in contact related to urgent youth needs or crisis situations. | * Determine regular days/times for case staffing. * Develop policy for communicating urgent or crisis information. * Review current court information systems. Determine system for maintaining records and participant progress. * Calendar Meetings[[2]](#footnote-2) * Clear Agenda Circulated in Advance * Active Facilitation, Resolution of Issues, Action Items * Neutral Location |
| **Consider Methods to Address Team Conflict/Disputes** | Consider how conflict will be addressed prior to its occurrence. Conflict and disagreements are natural, but can be divisive and harm the team’s balance and efforts. | * Allow space for team feedback and ensure time to discuss court matters independent of case staffing.[[3]](#footnote-3) * Develop admissions grid based on legal and clinical screening criteria. * Develop Sanctions/Incentives Grid with ranges. * Develop termination grid with specific criteria. |
| **Consider Methodology to Support Team Engagement and Collaboration** | Team collaboration and engagement is important to assist with overall cooperation, communication, and connection. | * Establish opportunities for team members to get to know one another outside of case staffing or preparation for court. * Attend external training opportunities as a team/group. Confer with the team following the activity. |

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| **Additional Administrative activities to Support Communication**  See the Appendix for Example Team Confidentiality Agreement and  Supplemental Team Communication Forms/Case Reports |
| * Develop record keeping process and communicate with all team regarding notes, records, minutes from meetings and communications * Develop necessary MOU/MOA to engage program partners * Develop necessary consents/waivers/ confidentiality agreements to address protected communications * Assess communication processes ongoing to support quality improvement. * Identify modes of communication and venues to outreach broader community (radio, television, tribal newsletter, social media) |

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| **Data Collection and Program Evaluation**  **Local Level Data Identification and Planning-** There are numerous reasons that communities develop data collection plans. Reasons to develop data collection processes may be for the purposes of meeting grant or other reporting requirements, communicating with tribal members, to support ongoing service delivery, and to determine tribal priorities and strategic goals.[[4]](#footnote-4) The table below provides an overview of data, data collection processes and an overview of how data collection can impact current and future service delivery. |

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| **What is Data?** |
| A Native nation’s data are any facts, knowledge, or information about the nation and about its citizens, lands, resources, programs, and communities.[[5]](#footnote-5) Data governance is the exercise of a nation’s broad right to control all of this information.[[6]](#footnote-6) Timely data collection is helpful in many ways.  Data collection can be used to-   * Support current and relevant decision-making * Identify current needs of the participants. * Assist leaders and stakeholders in the development of responsive policy. * Increase ongoing program improvements through analyzation- the team can quickly identify the strengths and weaknesses of the program. * To meet programmatic data collection requirements. OJJDP has specific performance measure requirements for all grantees. <https://ojjdp.ojp.gov/funding/grant-performance-measurement/overview> Access Tribal Juvenile Healing to Wellness Court Performance Measures by visiting <https://ojjdppmt.ojp.gov/>   Data can be used to draw conclusions to important questions like- *Are we serving our target population? Are we getting people into treatment quickly? Are traditional cultural components being implemented?* Your team can develop data collection processes that support the core services within the wellness court and can also meet requirements for data collection/reporting purposes. |
| **What kinds of data will we collect within the healing to wellness court?** |
| **Data can be quantitative**- Data that is numerical e.g., #of participants, # of positive drug tests, % of youth who are engaged in truant behavior.  **Data can be qualitative-** Data that is not given numerically. E.g., Youth participant drugs of choice, youth behavior toward families, how and why youth engage with mentors, what types of incentives do youth prefer.  As previously indicated, grant funds may have specific data collection points that will be reported on a bi-annual basis. Access Tribal Juvenile Healing to Wellness Court Performance Measures by visiting <https://ojjdppmt.ojp.gov/> |
| **What are the ways that we collect data?** |
| There are numerous ways to collect data-   * Use existing data collection repositories- e.g., court database, law enforcement database, education or family services data bases. * Participant data may be collected through screening, intake, and assessment processes. * Tribal community data may be collected through- one to one interviews, community surveys, focus groups, community forums, and resource mapping. * Local or regional data may be available by visiting websites or other publically available data repositories. Information sharing agreements may be developed with local, regional, or other state agencies as needed. |
| **How do we store data?** |
| Data storage and collection plans are important. Participant data may be shared across the team. Surveys and responses to community outreach surveys and forums may be shared within the Tribe to develop responsive policy. Many tribes maintain databases for local court and law enforcement data. These networks may have moderate to high capability for access and sharing.  The team should develop processes for storing data that provides security and safety, as well as access to relevant and pertinent information when needed. Sharing agreements, privacy consents, and other documents may need to be developed to support informed and effective communication. |

Now that you have reviewed data collection planning- let’s take a look at a table below. This table can be used as a starting point for your court’s data collection plan. Please note that your data collection plan can go beyond the scope of this framework- this table is to help you get started.

Tip: You’ll probably need more room once you get started- just right click in the table and add as many rows as you need. Data Collection Table 1 is a table that can be used to identify currently existing local level data.  
 Areas to Consider: *Juvenile Arrest Rates, Juvenile Incarceration Rates, Juvenile Truancy Rates, Youth Referral to Treatment Rates, Type of Treatments Available, Community Crime Data, Local Graduation Rates, Types and Severity of Crime Committed by Juveniles, Recidivism Rates.*

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| **Local Level Data-** Work with the team to identify local level data. Data collection will support program goals, activities, quality improvement, and future sustainability planning. Developing a program flow chart may assist you with identifying key points for which data can be collected. | | | | |
| **Key Questions*:*** What methods will you use to collect the data? Where is the data? How often will the data be collected? Who will assist program coordinator in collecting the data? How will you organize, manage, and store the data? | | | | |
| **Data to collect:** | **Where is data and**  **how will it be collected?** | **Who is responsible for collecting data?** | **Target date(s) for data collection** | **How will data be stored?** |
| Example: Number of Tribal youth arrests. | Tribal law enforcement and tribal courts. Data will be generated through electronic reports. | Law enforcement and court staff. | Monthly Review of youth arrests. | Data received by program partners will be stored on shared electronic records sheet. |
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Data Collection Table 2 covers data to collect in year one, there are some specific measures required by OJJDP- You can review the current planning year performance measures for Tribal Juvenile Healing to Wellness Courts in the appendix and also at <https://ojjdppmt.ojp.gov/>

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| **Year 1: Planning Data to Collect**  Areas to Consider: *Planning activities conducted, OJJDP meetings attended, number of partnerships developed during the reporting period, planning documents developed during the reporting period, number of people trained, administrative and supportive documents developed to support juvenile healing to wellness court infrastructure. Number and type of meetings with outcomes during the planning year. Number and types of services identified to support youth in the wellness court.* | | | | |
| **Data to collect:** | **Where is data and how will it be collected?** | **Person(s) responsible for collecting data** | **Target date(s) for data collection** | **How will data be stored?** |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
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\*Add rows as needed. While your cursor is in the last row, right click and then click “insert rows below.”

Data Collection Table 3 covers Years 2+ program data that may be collected as part of program services. Consider participant specific data, demographic information, treatment, rates of recidivism, tracking of youth behaviors and ongoing court activities.

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| **Year 2+: Program Operational Data to Collect** | | | | |
| **Data to collect** | **Where is data and how will it be collected?** | **Person(s) responsible for collecting data** | **Target date(s) for data collection** | **How will data be stored?** |
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\*Add rows as needed. While your cursor is in the last row, right click and then click “insert rows below.”

Now that we know data collection is important and have an established plan- we should review what we will do with the data. An Evaluation Plan can assist your team with establishing a method to review data and make decisions related to your program.

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| **Evaluation Plan**  Evaluation is not about judgment, evaluation is about telling your program’s story – where you’ve been, where you’re going and how you’re going to get there. Indigenous and Tribal people have always used evaluation. They needed to evaluate where the best hunting and fishing places were, where the best and safest place to camp and how they were going to ensure their teachings were passed on. Here’s an opportunity to share your program’s story and ensure the teachings get passed on.  “*Evaluation should be tailored to the cultural context of the community and responsive to cultural ways of life, including cultural values for parenting and child well-being*”. (<https://www.acf.hhs.gov/sites/default/files/cb/tribal_roadmap.pdf>)  Key questions for evaluation planning include: *What is the culture of the community? What is the purpose of our evaluation? Who needs to know what when? What outcome in our logic model do we want to focus on in our evaluation? How will we engage stakeholders in our evaluation plan? What resources do we have to commit to evaluation planning and implementation?*  **RESOURCES FOR EVALUATION PLANNING AND IMPLEMENTATION**   1. Indigenous Evaluation Toolkit, <https://gptec.gptchb.org/indigenous-evaluation-toolkit/> 2. Indigenous Evaluation Framework: Telling Our Story in Our Place and Time. LaFrance, J., & Nichols, R. (2008). Alexandria, VA: American Indian Higher Education Consortium (AIHEC) <http://indigeval.aihec.org/Pages/Documents.aspx> 3. Using your logic model to plan for evaluation, Evaluation Planning, Chapter 4, W.K. Kellogg Foundation, <https://azprc.arizona.edu/sites/default/files/CHWtoolkit/PDFs/LOGICMOD/CHAPTER4.PDF> 4. A Roadmap for Collaborative and Effective Evaluation in Tribal Communities, <https://www.acf.hhs.gov/sites/default/files/cb/tribal_roadmap.pdf> 5. W.K. Kellogg Foundation Evaluation Handbook, <https://www.wkkf.org/resource-directory/resource/2010/w-k-kellogg-foundation-evaluation-handbook> 6. Evaluating Indigenous programs: a toolkit for change, S. Hudson, 2017, https://www.cis.org.au/app/uploads/2017/06/rr28.pdf |

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| **Establish Goal(s) for evaluation:**  *Example: Team strives to implement on-going internal team-led strengths-based evaluation to consistently evaluate project progress through an agreed upon data collection method, in order to determine needed improvements. Type your evaluation goal here.* | |
| **Evaluation Goal(s)** | |
| **Goal 1** | Click or tap here to enter text. |
| **Goal 2** | Click or tap here to enter text. |
| **Goal 3** | Click or tap here to enter text. |

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| **Evaluation Working Group** | | |
| **Establish Working Group  Team Lead** | **Individual Name** | **Role/Responsibilities** |
| **Evaluation Team Member(s)** | **Name(s)** | **Role(s)** |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
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| **Stakeholders: How will the team engage stakeholders in the evaluation process?** | | |
| **Stakeholders to Engage** | **Stakeholder interests/Perspectives** | **Stakeholder Engagement (When/How)** |
| Example (Truancy Program): Engage local school partners | Knowledge and awareness of population, program strengths, needs, and impacts | Ongoing, but at least yearly for program quality improvement, internal evaluation. Survey will be generated and coordinator will host in-person meeting to review results. |
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\*Add rows as needed. While your cursor is in the last row, right click and then click “insert rows below.”

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| **Evaluation Activities** | **Timing** | **Additional Notes** |
| Review data collected from data collection plan. | Example: “Every 6 months through life of project” | Click or tap here to enter text. |
| Review logic model to track projected short term and long-term outcomes | Click or tap here to enter text. | Click or tap here to enter text. |
| Engage stakeholders/partners/team in planning evaluation activities | Click or tap here to enter text. | Click or tap here to enter text. |
| Team development of evaluation methodology and processes (Will team engage in internal evaluation or engage external evaluation supports?) What types of evaluation will team engage? (process evaluation, outcome evaluation, or both?) | Click or tap here to enter text. | Click or tap here to enter text. |
| Develop evaluation outcome dissemination plan How will you share the evaluation results? How will results improve program design/implementation? | Click or tap here to enter text. | Click or tap here to enter text. |
| Engage supportive TTA assistance when needed for analysis and interpretation. | Click or tap here to enter text. | Click or tap here to enter text. |

Your logic model can also be utilized to assist with evaluation. Review the model below and see how you might integrate review of the program logic model as part of the program evaluation process.

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| **Evaluation Planning Using Your Logic Model[[7]](#footnote-7)** |
| 1. **Evaluation Focus Area -** What is going to be evaluated? List those components from your logic model that you think are the most important aspects of your program. These areas will become the focus of your evaluation. 2. **Audience** - What key audience will have questions about your focus areas? For each focus area you have identified, list the audiences that are likely to be the most interested in that area. 3. **Question** - What questions will your key audience have about your program? For each focus area and audience that you have identified, list the questions they might have about your program. 4. **Information Use** - If you answer a given question, what will that information be used for? For each audience and question you have identified, list the ways and extent to which you are going to make use of the evaluation information. |

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| **Setting S.M.A.R.T. Goals**  Research shows that specific and challenging goals lead to better performance[[8]](#footnote-8). In this section, you will be creating SMART goals to help you obtain your desired results. Utilizing the SMART goals process will aid in establishing clear goals and objectives that will benefit the Tribal Youth Program and ultimately the entire tribal community. |

A SMART goal is defined as one that is specific, measurable, achievable, realistic and time-bound. Below is a definition of each of the SMART goal criteria.

**S.M.A.R.T. Goal Guidance**

**Example**

**GOAL:** Increase referrals from the local school district.

**SMART GOAL:** Increase Tribal and Local county school referrals from 4 to 7 (75% Increase) in Year 2 to support meeting the needs of tribal youth.

The following steps will assist you in creating SMART goals. Conduct this activity with your planning team. If your team is already using the SMART or a similar process, ***you are on a good path***. Should you have any questions or require assistance, please contact your TTA Specialist.

🡪TIP- Your team already has written goals and objectives in the approved and funded grant narrative. Please note your team will use those your as you move through the S.M.A.R.T. process. This is an opportunity to clarify your written project goals. Your goals may already be pretty clear- if you develop new or different goals you may need to visit with your OJJDP Program Specialist regarding any significant change in scope of your project.

**For each goal in your grant:**

1. Transcribe your goal as it is currently written in your grant narrative.
2. Assess whether your current goals are crafted in a way that is specific, measurable, achievable, realistic and time bound. If they are, please fill them in the final goal below.
3. If your current goals would benefit from some additional editing, please use the list below to answer the questions for each letter of the S.M.A.R.T. acronym
4. Use a separate sheet of paper for brainstorming
5. Conclude by revising your goal, in the space allotted.
6. Review your work. Does your revised goal meet the SMART criteria and align with the Vison and Mission?

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| **Current goal:** *Develop a holistic and culturally-focused Tribal Juvenile Healing to Wellness Court to support youth aged 14-21 with access to responsive treatment and individualized case management* |
| **Specific –** What will the goal accomplish? How, why and by who will it be accomplished? |
| **Measurable –** How will you quantify and measure whether or not the goal has been reached or progress is made? |
| **Achievable –** Do you have the necessary knowledge, skills, abilities, and resources to accomplish this goal? Are your goals attainable? |
| **Realistic –** Considers constraints such as resources, personnel, cost, and time. Is your goal realistic within these contexts? |
| **Time-Bound –** When will you attain this goal? What is the deadline? |
| **SMART Goal 1:** *Within 24 months, develop and implement an interdisciplinary and culturally-relevant Tribal Juvenile Healing to Wellness Court that will collaboratively work with youth aged 14-21 through individualized case management and therapeutic intervention.* |

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| **Current goal 2:** Enter your current goal here. |
| **Specific –** What will the goal accomplish? How, why and by who will it be accomplished? |
| **Measurable –** How will you quantify and measure whether or not the goal has been reached or progress is made? |
| **Achievable –** Do you have the necessary knowledge, skills, abilities, and resources to accomplish this goal? Are your goals attainable? |
| **Realistic –** Considers constraints such as resources, personnel, cost, and time. Is your goal realistic within these contexts? |
| **Time-Bound –** When will you attain this goal? What is the deadline? |
| **SMART Goal 2:** Enter your new SMART goal here |

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| **Current goal:** Enter your current goal here. |
| **Specific –** What will the goal accomplish? How, why and by who will it be accomplished? |
| **Measurable –** How will you quantify and measure whether or not the goal has been reached or progress is made? |
| **Achievable –** Do you have the necessary knowledge, skills, abilities, and resources to accomplish this goal? Are your goals attainable? |
| **Realistic –** Considers constraints such as resources, personnel, cost, and time. Is your goal realistic within these contexts? |
| **Time-Bound –** When will you attain this goal? What is the deadline? |
| **SMART Goal 3:** Enter your new SMART goal here |

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| **Current goal:** Enter your current goal here. |
| **Specific –** What will the goal accomplish? How, why and by who will it be accomplished? |
| **Measurable –** How will you quantify and measure whether or not the goal has been reached or progress is made? |
| **Achievable –** Do you have the necessary knowledge, skills, abilities, and resources to accomplish this goal? Are your goals attainable? |
| **Realistic –** Considers constraints such as resources, personnel, cost, and time. Is your goal realistic within these contexts? |
| **Time-Bound –** When will you attain this goal? What is the deadline? |
| **Goal 4:** Enter your new SMART goal here |

**NOTES:** Click here to enter text.

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| **Developing Supportive Objectives**  Objectives are focused, measurable, concrete and support the broader or long range goals that your team has set forth. It is important to set out clear objectives to support your goals  and desired outcomes. Think of objectives as the smaller steps that are needed to reach each goal. Setting clear objectives can support the team as you gauge timelines and identify actions needed to make progress toward broader goals.  An example goal with supporting objectives is included below to help you get started. Note: OJJDP includes prescribed objectives as part of the grant award- the team should review the prescribed objectives timeline as part of developing objectives to support the project goals. |

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| **Project Goal 1:** *Within 24 months, develop and implement an interdisciplinary and culturally-focused Tribal Juvenile Healing to Wellness Court that will collaboratively work with youth aged 14-21 through individualized case management and therapeutic intervention.* | |
| **Objectives to support reaching project goal.** | |
| **Objective 1a** | *Within 60-90 days establish and identify potential members of the wellness court Community Advisory Circle. Develop advisory committee charter and team memorandum of understanding.* |
| **Objective 1b** | *Within 90-120 days hire and onboard wellness court staff. Encourage staff and partners to participate in training and other planning activities.* |
| **Objective 1c** | *Develop team planning timeline and engage project staff and partners in ongoing planning and development, begin process of developing wellness court policies and procedures and youth intake/referral processes.* |

\*Add rows as needed. While your cursor is in the last row, right click and then click “insert rows below.”

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| **Project Goal 2:** | |
| **Objectives to support reaching project goal.** | |
| **Objective 2a** | Click or tap here to enter text. |
| **Objective 2b** | Click or tap here to enter text. |
| **Objective 2c** | Click or tap here to enter text. |

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| **Project Goal 3:** | |
| **Objectives to support reaching project goal.** | |
| **Objective 3a** | Click or tap here to enter text. |
| **Objective 3b** | Click or tap here to enter text. |
| **Objective 3c** | Click or tap here to enter text. |

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| **Project Goal 4:** | |
| **Objectives to support reaching project goal.** | |
| **Objective 4a** | Click or tap here to enter text. |
| **Objective 4b** | Click or tap here to enter text. |
| **Objective 4c** | Click or tap here to enter text. |

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| **Developing the Juvenile Healing to Wellness Court**  The FY2020 solicitation provides a five-year award period. The timeline below is a sample only and provides an overview of the components and activities that may be integrated in years one through five of the funded period. Individual timelines may vary due to the unique differences in Tribal communities. Team should confer related to the key components as well as the local youth-specific components that will be integrated into the JHWC. | | |
| **Time Period** | **Sample Objectives** | **Status** |
| **Year 1** | **Establish an Multi-Disciplinary Steering (Advisory) Committee**, separate from, but can include the multidisciplinary Wellness Court team, to lead the planning and implementation of the Juvenile Tribal Healing to Wellness Court. |  |
| **Local Data Collection for Strategic Planning**: Assess local data through assessment to:   1. help define the need for a Juvenile Tribal Healing to Wellness Court 2. identify existing resources and partners that can support such a court 3. identify resource gaps and other areas of need that should be addressed during the planning and implementation of the court.   The assessment should include an analysis of all available data regarding:   * the nature and extent of alcohol and drug use (which must include opioid abuse) by tribal youth * the impacts of this behavior * current efforts to address it. | Click or tap here to enter text. |
| **Obtain support** from tribal council, tribal court judges, prosecutor’s office, defense counsel, probation, law enforcement, treatment providers, schools, vocational programs, other service providers, tribal elders, tribal community members, and others as appropriate. | Click or tap here to enter text. |
| Begin developing **Juvenile Tribal Healing to Wellness Court policies and procedures**, which should address:   * Determine eligibility criteria * Determine screening and assessment procedures * Identify appropriate screening and assessment tools * Outline the process of phased treatment * Identify supportive services * Determine compliance monitoring protocols/procedures * Determine graduated incentives and sanctions | Click or tap here to enter text. |
| **Hire any staff needed** for the Juvenile Tribal Healing to Wellness Court team. | Click or tap here to enter text. |
| **Participate in training and technical assistance activities** as directed by OJJDP. Activities may include training and technical support implemented through a guided strategic planning framework and use of the Juvenile Healing to Wellness Handbook and the OJJDP Juvenile Drug Court Treatment Guidelines. Grantees should not propose to use grant funds to hire consultants for this purpose; grantees will work closely with assigned TTA Specialist over the course of the grant award period. | Click or tap here to enter text. |
| Develop Juvenile Healing to Wellness Court Policies and Procedures | Click or tap here to enter text. |
| Develop Administrative Documents to Support Court Infrastructure *(Participant Contracts, Participant Handbooks, Participant Intake Materials, etc.)* | Click or tap here to enter text. |

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| **Year 2** | Begin **implementation of the strategic plan**, following the plan’s clearly outlined goals, objectives, action steps, and timeline. | Click or tap here to enter text. |
| **Develop a written data collection protocol** describing how the data outlined in the strategic plan will be collected, stored, and analyzed to measure project success and make any needed adjustments to the project design. | Click or tap here to enter text. |
| **Develop and implement an appropriate data collection system** (or an existing system) to support the project. | Click or tap here to enter text. |
| Begin **collecting data pursuant to the performance measures** outlined in the strategic plan. | Click or tap here to enter text. |
| **Participate in training and technical assistance activities** as directed by OJJDP. | Click or tap here to enter text. |
| **Develop a written sustainability plan**. | Click or tap here to enter text. |
| **Begin screening court-involved juveniles and young adult under age 21 for eligibility** for the Juvenile Tribal Healing to Wellness Court. | Click or tap here to enter text. |
| **Engage in early referral process of eligible individuals** to the Juvenile Tribal Healing to Wellness Court. | Click or tap here to enter text. |
| **Begin accepting appropriate individuals** into the Juvenile Tribal Healing to Wellness Court. | Click or tap here to enter text. |

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| **Years 3+** | **Continue collecting all relevant data** regarding participants and program operations using the specific case management and data collection system. | Click or tap here to enter text. |
| **Review the strategic plan** in light of early program implementation and make any needed adjustments; submit to OJJDP program office for approval. | Click or tap here to enter text. |
| **Participate in training and technical assistance activities** as directed by OJJDP. | Click or tap here to enter text. |
| **Review the strategic and sustainability plan** for any additional revisions needed; submit to OJJDP program office for approval. | Click or tap here to enter text. |
| **Conduct process evaluation** with assistance from TTA Specialist. | Click or tap here to enter text. |

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| **Engaging Community and Youth Voice**  Engaging the voice of the community is key to informed and focused planning and successful program implementation and sustainability. Identify key opportunities to share and engage your program vision and mission with the community. Include youth and community members in your future planning. For assistance with community-based tools and resources to engage communities see the “Planning Tools and Resources” supplement page and discuss with your training and technical assistance specialist. Youth-focused services will integrate youth voice as part of case planning and management- how will your team include and engage youth participants? |

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| **Awareness and Engagement- How will the team raise awareness of the issues to be addressed and engage the community in planning? “Community justice initiatives are designed to build stronger connections between citizens and the justice system; community outreach is therefore a crucial components of any planning effort.”[[9]](#footnote-9)** | | |
| **Activities** | **Example Activities** | **Actions and Target Dates for Completion** |
| **What activities will the team engage to involve the community in the development of the JHWC?** | *Examples:*  *Community Meeting/Forum*  *Surveys*  *Awareness Campaigns*  *One-to-One Interviews with both adults and youth* |  |
| **How will the team publicize or share about the planning efforts?** | *Examples:*  *Sharing news through available media (Newspaper/newsletter/television/social media etc.)* |  |
| **How will the team engage other Tribal departments or relevant community agencies (Tribal and Non-Tribal)?** | *Examples:*  Request inter-departmental meetings and outreach local governmental authorities/stakeholders. |  |
| **Youth Voice- How is the team engaging youth voice within the planning process?** | *Examples: Gathering information from youth about their court experiences- developing action steps to address barriers.[[10]](#footnote-10)* |  |
| **Summary Findings: Community Engagement Activities**  Summarize outcomes from any community engagement processes that program staff or the advisory circle were a part of, share your findings in the table below. | | |

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| **Activity:**Click or tap here to enter text. |
| **Outcomes/Benefits:**Click or tap here to enter text. |
| **Additional Comments/Resources Needed/Next Steps:** Click or tap here to enter text. |

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| **Sustainability Plan**  Maintaining the program’s vision for the future will provide a base for a strong sustainability plan. Review and assess other portions of the strategic plan as you work through sustainability planning processes. To begin sustainability planning, work with your Community Advisory Circle to establish a shared vision for sustainability. |

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| **Team Sustainability Vision** |
| Type your shared vision for sustainability here |

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| **Sustainability Activities** | | |
| **Activities/Tasks** | **Person Responsible** | **By When** |
| Develop team processes to discuss program outcomes and data collected to make data-driving decisions. | Coordinator | Year/Quarter |
| Review sustainability resources and tools to support project sustainability planning. Visit the tribalyouthprogram.org to engage in current and archived learning events to support project sustainability planning. Tools and resources for sustainability planning like <https://sustaintool.org/> are also available on the “Planning Tools and Resources” supplement page | Click or tap here to enter text. | Click or tap here to enter text. |
| Engage with TTA specialist to identify key partnerships that support project sustainability. Share results with team advisory circle. | Click or tap here to enter text. | Click or tap here to enter text. |
| Develop asset map to identify current project partnerships, resources, and program supports. Share results with advisory circle. | Click or tap here to enter text. | Click or tap here to enter text. |
| Develop team process to support identification of available funding sources. Engage with leadership to discuss application for available funding sources. | Click or tap here to enter text. | Click or tap here to enter text. |
| Develop funding availability review working group | Click or tap here to enter text. | Click or tap here to enter text. |

APPENDIX

The Appendix includes a number of helpful resources and sample documents.   
All included samples and templates are provided as resource tools only. Sample forms are not intended to be adopted without local legal guidance. It is highly recommended that communities develop forms in consideration of local rules, guidance, and regulations.

**Tribal Youth Resource Center Technical Assistance Tools for Juvenile Healing to wellness courts**

**Juvenile healing to wellness court Community Advisory Circle/Committee Development GUidance, Team Worksheet and Sample Templates**

**What is the Community Advisory Circle/Committee?**

An advisory board is an effective method to garner meaningful input and support for programmatic activities and enhance the delivery of services to the community. The development of an advisory circle/committee is a recommended core component of the Strat Pak *(the project strategic plan that will be submitted to the Office of Juvenile Justice and Delinquency Prevention)* and is a practice that can assist with program strategic planning, implementation, and sustainability.

**Who should be on the Community Advisory Circle/Committee?**

A Community Advisory Circle/Committee should be comprised of key stakeholders. “An effective steering committee is made up of key leaders in the community- people who are in the position to leverage resources, enlist the cooperation of other agencies, influence policy making, and build community awareness of your work” (Gurnell, 2014). It is imperative that the Juvenile Healing to Wellness Court (JHWC) developmental coordinators identify key leaders to ensure support and participation within the (JHWC) planning and implementation activities.

Who are key stakeholders? See Chapter 1 of the Tribal Juvenile Healing to Wellness Court Handbook for more on steering/advisory committees, key stakeholders, and project planning.   
  
*Examples of Community Stakeholders:*

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| Court Staff | Tribal Leadership/Elders |
| Cultural/Spiritual Leadership | Education Providers |
| Social Services Providers | Program/Tribal Evaluator |
| Prosecutorial Staff | Public Defense |
| Judiciary | Probation/Law Enforcement |
| Behavioral Health Providers | Primary Care/Medical Providers |
| Local Non-Profit Partners | Cross-Jurisdictional Partners |
| Tribal Youth | Tribal Families |

\**In the grant goals & objectives, key programs and services will be indicated; staff representation from those key programs and services should be considered for membership in the* Community Advisory Circle/Committee. We suggest referencing the program narrative that was submitted as part of your grant application.

**How many members should be on the Community Advisory Circle/Committee?**

The Wellness court integrates an interdisciplinary approach that includes a range of service areas. The advisory circle/committee should reflect these areas in diversity of membership and size of the committee should be determined by the community. Commonly a board may consist of at least five or up to a dozen members. Consideration for the quality of interaction and contribution as opposed to the quantity of membership may be helpful in determining total advisory committee membership.

**What are the primary roles and responsibilities of the Community Advisory Circle/Committee members?**

* A primary role is to provide helpful guidance and support.
* Model and commit to being an impartial and objective group in support of the Juvenile Healing to Wellness Court program coordinator and the Indigenous youth and their families who will be served by the grant.
* Willingness to contribute to the development of the overarching framework/program design from planning to sustainability.
* Willingness to work together to develop necessary infrastructural supports for the planning and operational components of the court.
* Knowledgeable about the Juvenile Healing to Wellness Court’s place in the community (willingness to experience training that will assist with knowledge) and/or trends in the community affecting the field of services, and a focused commitment to the long-range issues that impact Indigenous youth and their families.
* Commitment to contribute to developing asset-based solutions.
* Willingness to build relationships and work together as a Community Advisory Circle/Committee to accomplish the goals and objectives of the Juvenile Healing to Wellness Court.
* Attend/Participate in Community Advisory Circle/Committee meetings.
* Support ongoing evaluation and improvement processes.
* Provide supportive advice as the project develops and changes.

Planners can use six basic questions to assist with the format of the committee. *See: Center for Court Innovation, “How can Community Advisory Boards Assist the Work of the Justice System,” (Malangone and Facciolo, 2014).*

1. Will meetings be open to the public?
2. Where will meetings occur?
3. When and how often will the circle/committee meet?
4. Who will lead the meetings?
5. How will meetings be run?
6. How will the circle/committee be publicized?

Establishing answers to these questions can assist with the format and contributions of the committee to the juvenile court. Development of the committee should also consider any existing administrative rules within the respective Tribal community, as some Tribes may have established or existing administrative policies related to the development of advisory or local community boards.

**What are the benefits of forming an Advisory Circle/Committee**?

* Collaborative planning provides the opportunity to identify key programmatic and tribal community strengths.
* Gathering members of the community, justice system, treatment, health, social services, and partner agencies ensures that community voice is at the center of the development of the Juvenile Healing to Wellness Court.
* Creates and strengthens interdepartmental relationships, promotes resource sharing, and knowledge of the community.
* Increases positive impact on youth and their families.

**What are the possible challenges involved with forming a Community Advisory Circle/Committee?**

Maintaining an effective advisory committee/circle can be a challenging, but steps can be taken to support the usefulness of the committee. Below are some common challenges:

* Advisory Committee lacks purpose or direction.
  + *Tip:* Define the committee with a charter and set out a clear purpose statement and/or goals of the committee.
* Having no previous working relationship with potential members can be difficult for recruitment.
  + *Tip:* Invite potential members to an open discussion of the program, the vision for the program and how their expertise can contribute to the program.
* Potential members are very busy people and may not be able to commit extensive time to the advisory circle/committee.
  + *Tip:* Encourage buy-in for committee roles by expressing the value of the program and the long-term benefit derived by individual youth and community members. Set clear timelines so that members can anticipate the amount of time that may be contributed as part of the advisory committee.
  + *Tip:* Define roles and responsibilities within the committee to assist with communication and effective planning/meeting processes.

*Additional Guidance:*

1. [Tribal Juvenile Healing to Wellness Court Handbook,](https://www.tribalyouthprogram.org/media/filer_public/ae/87/ae87b60b-c1c3-408d-9d00-38f5cff0b23e/jh2w_court_handbook.pdf) OJJDP, Tribal Youth Training and Technical Assistance Center, (2017)
2. Tribal Healing to Wellness Courts: The Key Components, Tribal Law and Policy Institute, (2nd ed. 2014) visit <https://www.home.tlpi.org/>
3. How Can Community Advisory Boards Can Assist the Work of the Justice System, Danielle Malangone and Carmen Facciolo, Center for Court Innovation, (2014) available at <https://www.courtinnovation.org/publications/how-community-advisory-boards-can-assist-work-justice-system>

**Diagram: Example Juvenile Healing to Wellness Court Advisory Committee/Circle**

**Exercise: Developing the Juvenile Healing to Wellness Court Advisory Committee**

|  |
| --- |
| **Insert the names of an Advisory Committee to support your Juvenile Healing to Wellness Court based on the information provided within this document. If you do not have a specific individual identified for a partner department or agency just include the agency name.** |
| **Judiciary/Court Staff Representative:** |
| **Family/Child Services Representative:** |
| **Behavioral Health/Treatment Services Representative:** |
| **Elders/Cultural Leader Representative:** |
| **Law Enforcement/Probation Representative:** |
| **Governance/Tribal Leadership Representative:** |
| **External Partners:** |

|  |  |  |  |
| --- | --- | --- | --- |
| **What action steps are necessary to outreach those that you have considered inviting to be part of the advisory committee? By when will you complete these action steps?** | | | |
| **Proposed Advisory Committee Member** | **Action Step to Support Involvement of the Proposed Committee Member** | **Person Responsible for Outreach** | **By When?** |
| **Judiciary/Court Staff Representative:** |  |  |  |
| **Family Child Services Representative:** | Example Language: Wellness Court Coordinator will outreach Tribal Staff Partner via email related to participation in the Wellness court advisory committee within 30 days. |  |  |
| **Behavioral Health/Treatment Services Representative:** |  |  |  |
| **Elders/Cultural Leader Representative:** |  |  |  |
| **Law Enforcement/Probation Representative:** |  |  |  |
| **Governance/Tribal Leadership Representative:** |  |  |  |
| **External Partners/Other:** |  |  |  |

**Holding the Advisory Committee Meetings: Remember the 6 Questions from Above- these will help guide the information shared regarding convening meetings with the advisory committee.**

|  |
| --- |
| **Planners can use six basic questions to assist with the format of the committee. *See: Center for Court Innovation, “How can Community Advisory Boards Assist the Work of the Justice System,” (Malangone and Facciolo, 2014)*** |
| 1. Will your meetings be open to the public? *\*Note that it is likely within the context of the judicial system that these meetings should not be held in public if private medical information or human resources information will be discussed. These scenarios will vary based upon your local community administrative procedures.* |
| 1. Where will meetings occur? |
| 1. When and how often will the board/circle meet? |
| 1. Who will lead the meetings? |
| 1. How will meetings be run? |
| 1. How will the board be publicized? |

|  |
| --- |
| **Sample Advisory Circle/Committee Sample Charter** |

This example charter is provided to serve as a starting point for developmental processes only. The JH2WC Advisory Committee is unique to the tribal community, therefore the processes and administrative documents that are developed should be specific to the community’s laws, ordinances, policies, or applicable procedures.

**Title: Wellness Court Advisory Circle/Committee Charter**

**1. Official designation:** “The [insert tribe] Juvenile Healing to Wellness Court Advisory Circle/Committee”

**2. Authority:** Pursuant to Tribal Resolution [Insert resolution or Administrative Order Language, if any] dated \_\_\_\_\_\_\_\_, certifying the authorization of the creation and development of the JH2WC.

**3. Objectives and Scope of Activities:**

a. The primary objective of this Advisory Committee shall be to advise and make non-binding recommendations to the [insert tribe] JH2WC.

b. The Advisory Board’s scope of activities shall include, but is not limited to the following:

i. Monitor and review program deliverables and outcomes.

ii. Consult with and about youth related issues, services, and needs.

iii. Assess community needs.

iv. Identify community resources.

v. Assist in the development and implementation of the JH2WC.

vi. Assist in the strategic planning process and plan for long-term sustainability of the JH2WC for as long as services are needed within the community.

vii. Confer and assist the JH2WC with policy and procedure development.

viii. Any other processes supportive of the infrastructural or ideological development of the JH2WC.

**4. Description of Duties**: The Advisory Committee functions solely in an advisory capacity.

**5. Authority to Issue Policy Recommendations:** The Advisory Committee shall have the authority to issue policy recommendations; the JH2WC shall have the independent obligation to act on any policy recommendation made by the Advisory Committee regarding any relevant program directive related to the program action plan.

**6. Membership:**

**a. Structure:** The committee shall consist of no less than \_\_\_\_\_ and no more than \_\_\_\_\_ members and shall be selected by [insert appropriate tribal process for the applicable administrative procedure]. To ensure adequate multi-disciplinary representation members shall be from various sectors and professional backgrounds, such as [include selected areas of representation].

**b. Term of Service**: [insert term of service].

**c. Committee Officers**: [Define roles and responsibilities associated with roles]. (Example: Chairman: Shall be responsible for calling meetings with the JH2WC)

**d. Code of Conduct:** [Insert Tribal code of conduct for boards and committees if applicable. If none exist, insert codes of conduct related to ethics, confidentiality, or administrative procedures.]

**e. Dismissal:** [Insert dismissal procedure.]

**f. Meetings:** The board shall meet on a [Quarterly, Monthly, Weekly, Daily] basis and shall meet for special sessions when requested and as required by the needs of the JH2WC team.

**g. Record Keeping:** [Insert record keeping processes.]

**h. Recommendations and Reports:** [Insert process for making recommendations and submission of reports to the board.]

**i. By-laws**: By laws are important to the structure of meetings and other activities. The committee should evaluate the use and need for by-laws. In some instances, Tribal administrative procedures will dictate applicable by-laws.

**j. Duration/Termination:** This charter shall terminate \_\_\_\_ years from the adoption by the [insert Tribe].

Signed:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ Member Role/Department Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ Member Role/Department Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ Member Role/Department Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ Member Role/Department Date

Add more lines for Advisory Committee/Board Members as needed.

|  |
| --- |
| **Sample First Advisory Committee Agenda** |

**Your Tribe/Committee Name**  
**Agenda**  
**[Date]**  
**[Location]**

|  |  |
| --- | --- |
| **Beginning/Ending Time** | **Activity** |
| **10:00**–**10:30 a.m.** | **Call to order and introductions** (Call the meeting to order and, assuming your advisory committee members haven't met, introduce yourself and all the committee members, giving a brief outline of their expertise.) |
| **10:30**–**10:50 a.m.** | **Why an advisory committee?** (Make a brief statement on how you see the advisory committee operating and the contributions you hope it can make to your JH2WC. Include details such as how often the board will meet.) |
| **10:50**–**11:30 a.m.** | **Questions** (Include questions if there are any. If there aren't, ask your committee members how they see the advisory committee operating and how they hope to contribute.)  **Discussion topic:** [Insert your question/problem statement.]  **Presentation of the discussion topic: *Example Topic: Review Proposed Advisory Committee Charter*** |
| **11:30**–**11:45 a.m.** | **Discussion** (You want to keep the ideas flowing, so don't reject or dismiss ideas at this point. But do contribute your ideas and views too.) |
| **11:45**–**12 p.m.** | **Proposals/resolutions** (Evaluate the ideas the group has shared and choose the best solutions.) |
| **12:00pm** | **Summary and Adjourn** (Summarize the topic, the discussion, and the results for the group and tell them what you plan to do.) |

**[Date of next meeting]**

|  |
| --- |
| **Other Considerations for Tribal Communities:** |

* **Interdisciplinary Approach:**

Recognizing the unique experience, education, and teachings of the Advisory Committee members can contribute to cross-training, support, and meaningful feedback as part of Wellness court development. Ensure that there are opportunities for cross-training and communication from each member of the committee to support education and learning opportunities for the committee and future Wellness court team members.

* **Evaluating Advisory Committee Impact:**

An advisory committee should be a *helpful* entity to support the work of the Wellness court. As part of ongoing program development and improvement, the team should take time reflect and to evaluate the Wellness court. A comprehensive evaluation would include the work of the advisory committee and ways in which the advisory contributes to the work of the court. As well, the team may consider the size, structure, communication processes, and impact of the committee and ways to develop and improve those processes ongoing. As previously stated, developing an effective advisory committee takes time, and it is important that the advisory committee does not detract or distract from the overall progress and implementation of the Wellness court. Choosing members based on their willingness and ability to contribute to the work is both prudent and crucial to effective implementation.

* **Local Community Norms:**

Wellness court coordinators should consider the local laws, ordinances, administrative procedures, and processes related to advisory committee development. Each community may have prior existing norms related to community advisory committee development or may have administrative procedures in place that guide the development of advisory committees. Ensure that the coordinator is in contact with Tribal leadership and follows necessary protocols.

**TRIBAL YOUTH RESOURCE CENTER TECHNICAL ASSISTANCE TOOLS FOR JUVENILE HEALING TO WELLNESS COURTS**

**CONSIDERATIONS RELATED TO TEAM CONFIDENTIALITY AND SAMPLE TEAM CONFIDENTIALITY AGREEMENT**

The Juvenile Healing to Wellness Court is designed to be non-adversarial and allow for consistent and open communication by and between team members. Open communication regarding participant records may include confidential and sometimes legally protected information. As well, individual team members may come from a variety of professional backgrounds with licensures that require them to follow legal frameworks and ethical principles related to their confidential communications. ***So how should team members communicate when information is protected?***

* Individual team members should comply with applicable confidentiality requirements related to individual licensure and ethics requirements.
* Teams should develop confidentiality agreements and recognize the confidentiality requirements of external partners and agencies.
* Teams should procure **appropriate consent forms** from youth, parents, and caregivers where needed to communicate regarding private and/or protected participant health information prior to the start of services.
* Consideration for impacting laws

With appropriate consents and agreements in place, team members can confer regarding the supportive and collaborative plans with youth and families. Within a treatment court framework team members “maintain the confidentiality of all program participants, while upholding the highest standards of ethical conduct- [the treatment court] creates a new model of collaboration and information exchange without redefining the ethical standards of each team member’s profession.”[[11]](#footnote-11)Most often, within a Tribal wellness court local Tribal law will dictate the services, operations, and processes. In some instances, private service providers outside of the Tribal community may be bound local, state, or Federal privacy laws and/or ethics codes. Further, federal funding sources may impact rules and regulations as related to treatment processes to support youth. Therefore, Tribes should be aware and consider any compliance issues with local legal guidance to determine the applicable consent and confidentiality forms to be utilized to support administrative services and relationships within the JHWC.

**Two Important Federal Regulations for Teams to Consider:**

**Confidentiality of Substance Use Disorder Patient Records-** **42 CFR Part 2 “Part 2”\*\*-** Ensures that a patient receiving treatment for a substance use disorder in a Part 2 program does not face adverse consequences in relation to issues such as criminal proceedings such as those related to child custody, divorce, or employment. Part 2 protects the confidentiality of SUD patients by restricting the circumstances under which Part 2 programs or other lawful holders can disclose such records. Part 2 programs are federally assisted programs.

**The Health Insurance Portability and Accountability Act\*\*-** The Health Insurance Portability and Accountability Act of 1996 (HIPAA) required the Secretary of the U.S. Department of Health and Human Services (HHS) to develop regulations protecting the privacy and security of certain health information. To fulfill this requirement, HHS published what are commonly known as the HIPAA [Privacy Rule](https://www.hhs.gov/ocr/privacy/hipaa/administrative/privacyrule/index.html) and the HIPAA [Security Rule](https://www.hhs.gov/ocr/privacy/hipaa/administrative/securityrule/index.html). The Privacy Rule, or Standards for Privacy of Individually Identifiable Health Information, establishes national standards for the protection of certain health information. The Security Standards for the Protection of Electronic Protected Health Information (the Security Rule) establish a national set of security standards for protecting certain health information that is held or transferred in electronic form. The Security Rule operationalizes the protections contained in the Privacy Rule by addressing the technical and non-technical safeguards that organizations called “covered entities” must put in place to secure individuals’ “electronic protected health information” (e-PHI). Within HHS, the Office for Civil Rights (OCR) has responsibility for enforcing the Privacy and Security Rules with voluntary compliance activities and civil money penalties. [[12]](#footnote-12)

In respect of these regulations, team should develop and procure consents to disclose confidential information for all participants. As a matter of practice, teams should also develop agreements or policies related to limited disclosure of personal information for the purpose of providing accurate, timely and reasoned recommendations for youth participants of the JHWC.

Local guidance and legal review should be conducted for all forms and processes adopted by the wellness court team. Your local treatment provider may have consent forms that can be adapted based on local guidance and rules. Additionally, team members should consider that while information not included in the disclosure may be protected, certain scenarios may allow for permitted disclosure. These scenarios may be based on Local Tribal and State laws and include exceptions such as, medical emergency, notifications to law enforcement, child abuse laws, valid court orders, Tribal/State laws relating to cause of death, duties to protect others and to warn of imminent serious harm. As Tribes take precautions to safeguard participant information, a general rule of thumb on disclosure and sharing of information is *“the minimum necessary”* to communicate updates and needs related to the individual participants.

Special care should be taken to include youth parents or legal caregivers in the process of completing consent forms. The following sample forms provide consent for protected health information. The team may develop separate consent forms to document participant consent for access to records other than protected health information.

**Sample Team Forms: Team Confidentiality Agreement**

**[TRIBAL COURT LOGO/SEAL]**

**TEAM CONFIDENTIALITY AGREEMENT\***

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ understand that I am a participating member of the [INSERT JUVENILE WELLNESS COURT NAME]. I understand that the [insert specific treatment provider or clinical services and treatment provider] case records of the [Tribe] Juvenile Healing to Wellness Court may be used for assessing the needs of the JHWC participants, formulating treatment plans, and monitoring participation in the [Tribe] Juvenile Healing to Wellness Court.

I agree to keep all information regarding [Tribe] Juvenile Healing to Wellness Court cases and discussion of the treatment team confidential. I further understand that release of this confidential information is a criminal offense under 42 C.F.R., Part 2, [and any additional pertinent Tribal code provisions related to confidentiality], and that this agreement will remain in effect for one year from the date of the agreement and will be renewed and will be renewed yearly for the team of my membership.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Witness Signature Date

Effective until the \_\_\_\_\_ day of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_20\_\_\_\_\_\_

**Youth Participant Agreement/Waiver Confidentiality-** This is a sample agreement only. All agreements, consents, and waivers should be locally reviewed to ensure compliance with applicable confidentiality and health laws.

**TRIBAL JUVENILE HEALING TO WELLNESS COURT**

**AUTHORIZATION FOR RELEASE OF CONFIDENTIAL INFORMATION**

I,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, authorize the [insert tribe] Tribal Juvenile Healing to Wellness Court (JHWC) Team and representatives of the following agencies:

* Any and all of my alcohol or drug treatment providers,
* Any and all of my mental health agencies or providers,
* Any and all of my medical care provider(s)
* Any and all of [insert tribe] JHWC Team personnel
* Service provider(s) for alcohol and drug testing
* Tribal Law Enforcement Department
* [Other/City/County/State] Police Department
* [Insert Local School] School for education and behavioral records

to communicate with and disclose to one another the following information:

\_\_\_\_\_\_\_\_\_\_ my name and other personal identifying information;

\_\_\_\_\_\_\_\_\_\_ my status as a patient in alcohol and/or drug treatment;

\_\_\_\_\_\_\_\_\_\_ my status as a client of JHWC;

\_\_\_\_\_\_\_\_\_\_ my status as a participant in the JHWC;

\_\_\_\_\_\_\_\_\_\_ information pertinent to JHWC removal, custody, and reunification issues;

\_\_\_\_\_\_\_\_\_\_ my JHWC treatment plan and summaries of my progress in reaching treatment plan goals;

\_\_\_\_\_\_\_\_\_\_ initial and subsequent evaluations of my service needs by my medical care provider;

\_\_\_\_\_\_\_\_\_\_ summaries of alcohol/drug and mental health assessment results and history;

\_\_\_\_\_\_\_\_\_\_ summary of alcohol/drug treatment and mental health services

plan(s), progress and compliance;

\_\_\_\_\_\_\_\_\_\_ attendance in alcohol/drug treatment and mental health services;

\_\_\_\_\_\_\_\_\_\_ discharge plan(s) for alcohol/drug treatment and mental health services;

\_\_\_\_\_\_\_\_\_\_ date of discharge from alcohol/drug treatment and mental health services, and discharge status;

\_\_\_\_\_\_\_\_\_\_ contact with any law enforcement agency during your participation with the JHWC;

\_\_\_\_\_\_\_\_\_\_ information and data collected during and after your participation with JHWC to be used for research and evaluation purposes

\_\_\_\_\_\_\_\_\_\_ other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The purpose of the disclosures authorized in this consent is to enable the [insert tribe] JHWC and its members to evaluate my need for services from the JHWC and its members, and provide and coordinate the JHWC and its members’ services to me.

I understand that my alcohol and/or drug treatment records are protected under the federal regulations governing Confidentiality of Alcohol and Drug Abuse Patient Records, 42 C.F.R. Part 2, and cannot be disclosed without my written consent unless otherwise provided for in the regulations. I also understand that records concerning mental health services I receive [are/may be] protected by state law.

I also understand that I may revoke this consent at any time in writing except to the extent that action has been taken in reliance on it, and that in any event this consent expires automatically 180 days following the date I stop participation in JHWC.

I understand that there is a potential for the information disclosed pursuant to this authorization to be subject to redisclosure by the recipient, and the information may no longer be protected by the federal confidentiality rules.

This release expires one year from date of discharge from JHWC.

Dated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of client

Dated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

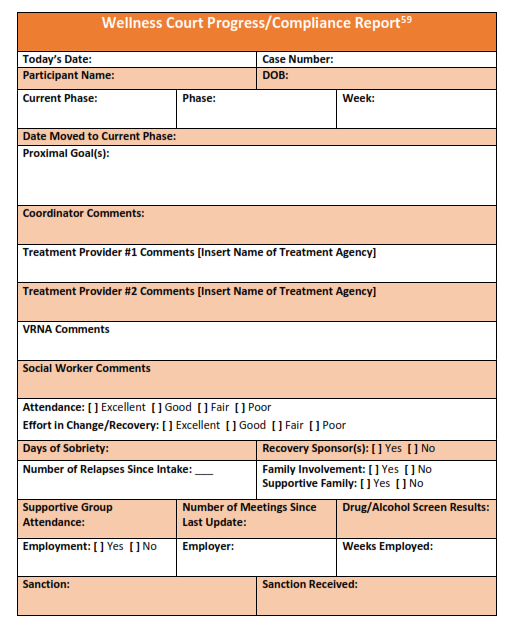
Signature of parent(s)/guardian(s)

Dated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of parent(s)/guardian(s)

**JHWC Team: [insert names of coordinating team members]**

**Communication Planning: Sample Wellness Court Progress Report 1 -**



**See Tribal Healing to Wellness Courts, Case Management (2018)** <http://www.wellnesscourts.org/files/HTWC%20Case%20Management.pdf> for more sample progress reports and forms.

**Communication Planning: Sample Wellness Court Progress Report 2 -**

|  |  |
| --- | --- |
| **Participant Name:** | **Case Number:** |
| **Entry Date:** | **Initial Filing/Citiation/Delinquency Charge:** |
| **Term in Program:** | **Report Date:** |

**Number of services performed or completed since last court date:**

|  |  |
| --- | --- |
|  | **# of group sessions attended** |
|  | **# of individual sessions attended** |
|  | **# of support groups attended** |
|  | **# of individual session absences** |
|  | **# of group session absences** |
|  | **# of non-appearances for drug testing** |
|  | **# of refusals for drug/alcohol testing** |
|  | **# of negative drug tests** |
| **Dates of Tests Completed:** | |
| **\_\_\_\_\_\_/\_\_\_\_\_\_/\_\_\_\_\_\_**  **\_\_\_\_\_\_/\_\_\_\_\_\_/\_\_\_\_\_\_ \_\_\_\_\_\_/\_\_\_\_\_\_/\_\_\_\_\_\_** | |

|  |  |
| --- | --- |
| **Score** | **Choose appropriate score for each goal: 1= Achieved, 2= Partially Achieved, 3= Not Achieved, 4 = Not Achieved (Amended), 5= Not Achieved (Discontinued), 6= Deleted (Unrealistic/Irrelevant)** |
|  | **Goal 1:**  **Comments:** |
|  | **Goal 2:**  **Comments:** |
|  | **Goal 3:**  **Comments:** |
|  | **Goal 4:**  **Comments:** |

**Communication Planning: Sample Wellness Court Progress Report 3 –**

**Sample Court Treatment and Status Report**

|  |  |
| --- | --- |
| **Treatment Provider:** |  |
| **Treatment/Service Provider:** |  |
| **Other Service Provider:** |  |

**Client:**

|  |  |
| --- | --- |
| Date of Report: Weeks in Program: | |
| Next Court Date: Days Drug and Alcohol Free: | |
| Tx Groups Per Week Court Appearances: | |
| Absences Excused\_\_\_\_\_ Unexcused\_\_\_\_\_\_\_ JPO: | |
| **Attitude Toward Program** | |
| * Defensive/Resistant * Passive/Present Non-Participant * Cooperative/Meets Basics * Sincere/Enthusiastic | **Comments:** |
| **Participation** | |
| * Needs Work/Team Attention * Meets Requirements * Superior Effort | **Comments:** |
| **Relapse Potential** | |
| * No Indicators * Questionable * At Risk | **Comments:** |
| **Adolescent Recovery Program** | Phase\_\_\_\_\_\_\_\_ Level\_\_\_\_\_\_\_\_\_ |
| Assignments being completed to a satisfactory level [ ] Yes [ ] No | **Comments:** |
| **Overall Client Progress:** | |
| * Regressed * Stable * Positive Progress | **Comments:** |
| **School Progress** | |
| Progress toward school/educational goals?  [ ] Yes [ ] No | **Comments:** |
| **Home Behavior: *Review Parent/Caregiver Report*** | |
| Home Behavior is in accordance with team recommendations?  [ ] Yes [ ] No | **Comments:** |
| Court Ordered Sanctions Completed?  [ ] Yes [ ]No | **Comments:** |
| **JHWC Coordinator Recommendations:** | |
| **Court Notes:** | |

**Communication Planning: Sample Weekly Sheet for Youth Participants**

Weekly Planning Guide- This sheet is provided weekly to youth participants and families as a reminder of the required or suggested activities for the week.

|  |  |  |  |
| --- | --- | --- | --- |
| **Name:** | | | |
| **Week of \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_ to \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_** | | | |
| **My goals for this week:**  **1.**  **2.**  **3.** | | | |
| **Date/Day** | **Time** | **Activity/Goal** | **Initial when goal/activity is completed** |
| ***Tuesday*** | ***4:00*** | ***Example: Attend Youth Circle*** |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Communication Planning: Sample Parent Report**

|  |
| --- |
| **Date: \_\_\_\_/\_\_\_\_\_/\_\_\_\_\_\_ Next Report Due On:\_\_\_\_\_\_\_/\_\_\_\_\_\_/\_\_\_\_\_\_\_** |
| **Parent/Caregiver Name:**  **Participant Name:** |
| **Progress Since Last Report:**  **Read the question below and insert a rating: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Since the last progress report, I have noticed by child’s behavior \_\_\_\_\_\_\_\_\_\_\_**  **5= Significantly Improve**  **4= Somewhat Improve**  **3= No change in behavior**  **2= Somewhat worsen**  **1= Significantly worsen**  **Explain the rating you have given, if behavior has improved please share the positive steps your child has taken since the last report. If behavior has worsened please indicate the challenges that have been faced since the last report, example (disrespect, lack of obedience, non-compliance with court plan, etc.):** |
| **What is a goal you have for your child before the next report?**  **How can you support your child in meeting that goal?** |
| **Is there anything that we can do to support you to assist your child with addressing their alcohol/drug use?** |

**Community Engagement Planning Tools and Resources**

\*Note it is integral to consider ways in which you can incorporate local tribal knowledge, traditions, and lifeways when utilizing these community engagement tools and resources.

**Gathering of Native Americans**

Gathering of Native Americans (GONA) is a culture-based planning process where community members gather to address community-identified issues. It uses an interactive approach that empowers and supports AI/AN tribes. The GONA approach reflects AI/AN cultural values, traditions, and spiritual practices.

GONA TOOLKIT

<https://www.samhsa.gov/sites/default/files/gona-goan-toolkit.pdf>

GONA Curriculum and Facilitator Guide

<https://www.samhsa.gov/sites/default/files/gona-goan-curriculum-facilitator-guide.pdf>

Fresno Indian Health Board- youth GONA Example

<https://www.youtube.com/watch?v=blHMHWaSpmA&feature=youtu.be>

**Community Readiness**

The Community Readiness Model (CRM) was developed at Colorado State University. The National Center for Community and Organizational Readiness at CSU was formed to assist communities and tribes in using the model. The CRM aids in assessing the readiness a community to address specific problems (i.e. youth substance misuse). The CRM identifies dimensions, such as leadership involvement, knowledge of the problem, levels of community readiness and can be easily scored by the community.

National Center for Community and Organizational Readiness  
<https://nccr.colostate.edu>

Community Tool Box  
<https://ctb.ku.edu/en/table-of-contents/overview/models-for-community-health-and-development/community-readiness/main>

Community Readiness: A Handbook for Change  
<https://www.ndhealth.gov/injury/ND_Prevention_Tool_Kit/docs/Community_Readiness_Handbook.pdf>

**Community Workshops, Meetings, Assessments**

There are a variety of other avenues that can be utilized in working toward community engagement. Formal workshops, meetings and assessments can be very beneficial to the process. Also, utilizing community specific traditional gatherings may provide an organic structure for community engagement activities. Please use your Technical Assistance Specialist as a resource to further explore and brainstorm community engagement processes and formats.

**Sustainability Planning Tools and Resources**

Planning for sustainability should take place early on in the planning process. Your team should formulate a workgroup to design and plan for future sustainability and engage with program partners and stakeholders to identify opportunities for supportive funding and resources. Create a shared vision to sustain program services and meet regularly to discuss plans and activities. Remember, “sustainability is not synonymous with securing more funds, rather it refers to the capacity of a program to sustain the benefits that it provides.” (Mancini and Marek, 2004). Some resources are included here to support team sustainability planning:

**OJJDP Tribal Youth Online Learning Resources:   
Strategic Action Planning Talking Circle 1: Sustainability**<https://www.youtube.com/watch?v=9nofME2bjqs&list=PLEYl_nJGyPlF23t4QVc2EnWb75qAouWCX&index=2>

**Strategic Planning Toolkit Session 9: Planning for Sustainability** <https://www.youtube.com/watch?v=iQWUqhnz88g&list=PLEYl_nJGyPlH6TQxvxbGW6QzKVt71xSjt&index=11>

**Community Toolbox, University of Kansas**A free online toolkit to support sustaining work and initiatives with an outline and examples.<https://ctb.ku.edu/en/sustaining-work-or-initiative>

**Program Sustainability Assessment Tool, Washington University in St. Louis**

An online tool and resource to understand, assess, plan, and review resources to support program sustainability.

<https://sustaintool.org/>

**Creating Sustainable and Effective Tribal Criminal Justice Systems**

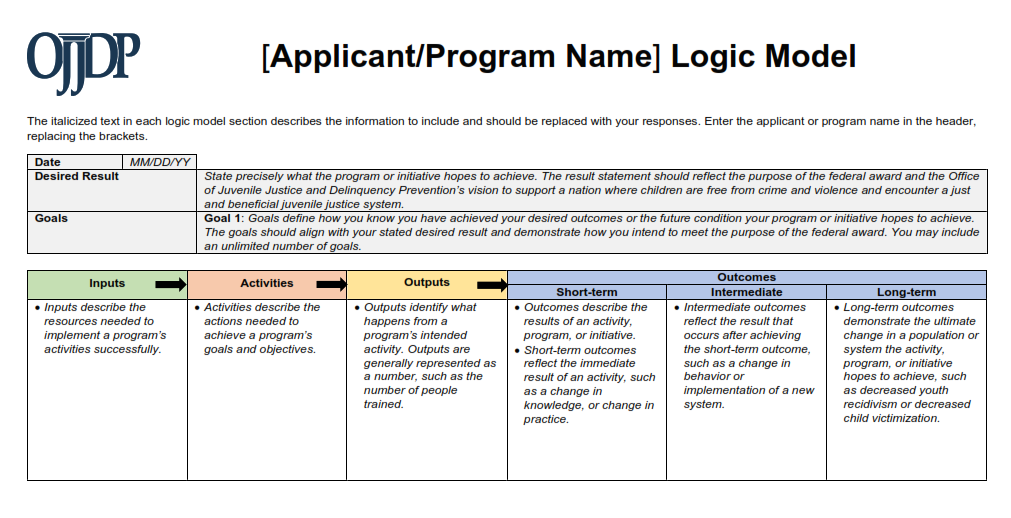
National Institutes of Justice

<https://www.nij.gov/topics/tribal-justice/Pages/criminal-justice-system.aspx>

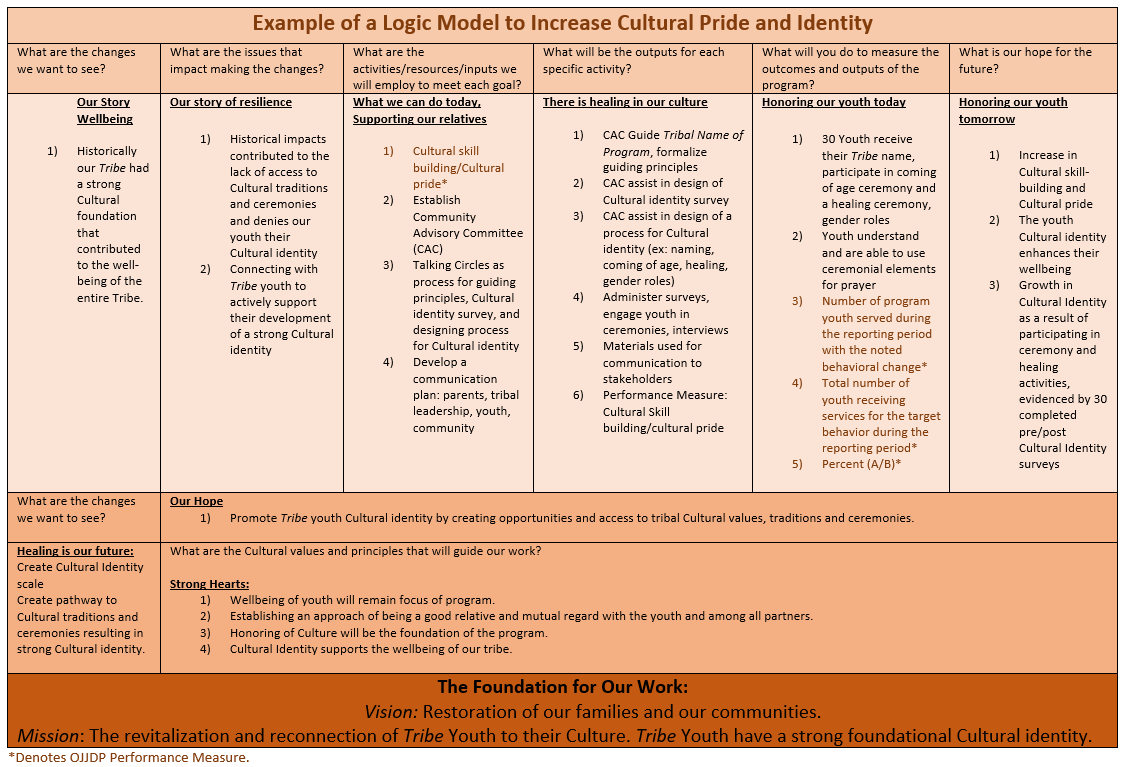
Sources:

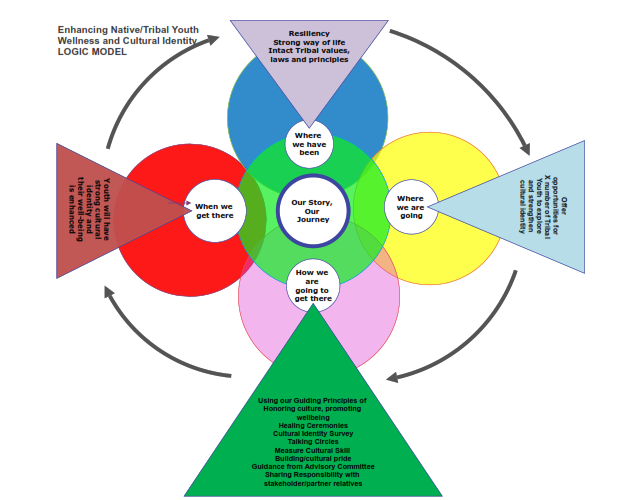
1. Mancini et al., Sustaining Community Based Programs for Families: Conceptualization and Measurement, Family Relations Interdisciplinary Journal of Applied Family Science, 2004.

**Sample Logic Models**



*Sample Logic Model- Traditional Logic Model format, inclusion of inputs, activities, outputs. These work toward the outcomes which are described in short-term, intermediate, and long-term timeframes. This logic model template is available at* [*https://ojjdp.ojp.gov/sites/g/files/xyckuh176/files/media/document/Logic-Model-Template-508.pdf*](https://ojjdp.ojp.gov/sites/g/files/xyckuh176/files/media/document/Logic-Model-Template-508.pdf)

*Sample Logic Model: A logic model that highlights “Cultural Pride.” Note the model moves from left to right and indicates activities that support measurable change.* ****

*Sample Visual Logic Model, Developed 2020, Ethleen Iron Cloud-Two Dogs*

|  |
| --- |
| Tribal Youth Resource Center FY2020 PA8 Action Planning Template  Insert Tribe Name  Tribal Juvenile Healing to Wellness Court |

|  |
| --- |
| Project Name: |
| Grant Award Number: |
| General Project Description: |
| **Vision Statement** |
| **Mission Statement** |

|  |  |
| --- | --- |
| **Project Goal 1:**Enter your new SMART goal here | |
| **Objectives to support reaching project goal.** | |
| **Objective 1a** |  |
| **Objective 1b** |  |
| **Objective 1c** |  |

|  |  |
| --- | --- |
| **Project Goal 2:** | |
| **Objectives to support reaching project goal.** | |
| **Objective 2a** |  |
| **Objective 2b** | Click or tap here to enter text. |
| **Objective 2c** | Click or tap here to enter text. |

|  |  |
| --- | --- |
| **Project Goal 3:** | |
| **Objectives to support reaching project goal.** | |
| **Objective 3a** | Click or tap here to enter text. |
| **Objective 3b** | Click or tap here to enter text. |
| **Objective 3c** | Click or tap here to enter text. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 1- There are a number of activities that may contribute to your overall program development. The activities listed below are suggested activities, program components, and processes that can support full implementation of court services for youth participants. These activities are drawn from recommended practices for Tribal Wellness Courts, the Juvenile Drug Treatment Court Guidelines and treatment of juveniles in a court-based setting.**   * Tribal Juvenile Healing to Wellness Court Handbook- Practical Planning and Suggested Tools, OJJDP Tribal Training and Technical Assistance, (2017) <https://www.tribalyouthprogram.org/media/filer_public/ae/87/ae87b60b-c1c3-408d-9d00-38f5cff0b23e/jh2w_court_handbook.pdf> * Tribal Healing to Wellness Courts, the Key Components, 2nd ed., (2014), Tribal Law and Policy Institute <http://wellnesscourts.org/files/Tribal%20Healing%20to%20Wellness%20Courts%20The%20Key%20Components.pdf> * Office of Juvenile Justice and Delinquency Prevention, Juvenile Drug Treatment Court Guidelines <https://ojjdp.ojp.gov/programs/juvenile-drug-treatment-court-guidelines> * Practical Tips to Help Juvenile Drug Court Teams Implement the 16 Strategies in Practice, National Council of Juvenile and Family Court Judges, (2014) <https://www.ncjfcj.org/publications/practical-tips-to-help-juvenile-drug-court-teams-implement-the-16-strategies-in-practice/> * Individualizing Responses to Motivate Behavior Change in Youth: A Four Prong Approach, National Council of Juvenile and Family Court Judges (2019) <https://www.ncjfcj.org/publications/individualizing-responses-to-motivate-behavior-change-in-youth-a-four-pronged-approach/> | | | |
| **Activities/Benchmark** | **Target date for completion** | **Lead/Team Responsible** | **Status** |
| **Establish a Community Advisory Committee whose responsibility is to support the coordination, planning and development of the JHWC.** |  |  |  |
| **Review of existing local data and development of a year one data collection plan. Consider OJJDP planning performance measures.** |  |  |  |
| **Gain leadership and community support for the project.** |  |  |  |
| **Hire staff and identify the core service team** |  |  |  |
| **Consider services that will be offered and review existing partnerships and potentially necessary and/or beneficial partnerships.**   * Develop Memorandum of Understanding, Memorandum of Agreement, Letters of Support |  |  |  |
| **Develop Program Policies/Procedures** |  |  |  |
| **Determine Target Population** |  |  |  |
| **Develop Determine Eligibility Criteria** |  |  |  |
| **Develop a Screening/Assessment Protocol** |  |  |  |
| **Develop Drug/Alcohol Testing Protocol** |  |  |  |
| **Develop Entry Process** |  |  |  |
| **Assign and Define Team Member Roles** |  |  |  |
| **Develop Phased Case Plan Structure and Methodology** (Include education, pro-social, job skills/placement, cultural/spiritual guidance, mentorship etc.) |  |  |  |
| **Design Incentives and Sanctions Structure** |  |  |  |
| **Develop Supervision Protocol** |  |  |  |
| **Develop Treatment Protocol** |  |  |  |
| **Drug Test/Screen Protocol** |  |  |  |
| **Determine Process and Procedure for Case Reporting and Staffing** |  |  |  |
| **Determine Process and Procedure for Case Reporting and Staffing** |  |  |  |
| **Determine Process for Hearing Cases/Participant Progress.** |  |  |  |
| **Develop Consents/Waivers to Support Participant Confidentiality** |  |  |  |
| **Develop Code/Laws/Ordinance as Necessary to Support Court/Program Functions** |  |  |  |
| **Identify and Develop Data/Information Management Process** |  |  |  |
| **Hire Any Additional Staff** |  |  |  |
| **Participate in supportive training and technical assistance activities** |  |  |  |

*To add additional tasks, right click and add rows.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 2** | | |  |
| **Activities/Benchmarks** | **Target Date for Completion** | **Lead Team Responsible** | **Status** |
| **Continue the Development of Data Management and Information Collection System** |  |  |  |
| **Review OJJDP Performance Measures-** note required indicators and select optional program performance indicators. Ensure data management protocol provides information to support reporting on both required and selected performance indicators. |  |  |  |
| **Finalize Overall Court Operating Policies and Procedures** |  |  |  |
| **Begin Screening Youth for Acceptance Into Program** |  |  |  |
| **Adjust/Amend Program Policies/Procedures as Program Operations are Implemented** |  |  |  |
| **Continue Development of Program Partnerships, Services, and Participant Resources** |  |  |  |
| **Review Sustainability Planning Resources and Continue to Review and Develop Sustainability Plan** |  |  |  |

*To add additional tasks, right click and add rows.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 3** | | | |
| **Activities/Benchmarks** | **Target date for completion** | **Lead/Team Responsible** | **Status** |
| Continue collecting all relevant data regarding participants and program operations using the specific case management and data collection system. |  |  |  |
| Review the strategic plan in light of early program implementation and make any needed adjustments; submit to OJJDP program office for approval. |  |  |  |
| Participate in training and technical assistance activities as directed by OJJDP. |  |  |  |
| Conduct process evaluation in coordination with TYRC TTA Specialist |  |  |  |

*To add additional tasks, right click and add rows.*

1. See Tribal Healing to Wellness Courts, The Key Components, 2nd Ed., Tribal Law and Policy Institute (2014) [↑](#footnote-ref-1)
2. Edmonson et al., “Teaming and Conflict within Drug Court Teams: Findings and Recommendations,” Harvard Negotiation and Mediation Clinical Program, Spring 2018 <https://nadcpconference.org/wp-content/uploads/2019/07/E-12-2.pdf> [↑](#footnote-ref-2)
3. Id at 22. [↑](#footnote-ref-3)
4. See NCAI, Policy Research Center, The State of Tribal Data Capacity in Indian Country: Key Findings from the Survey of Tribal Data Practices, <http://www.ncai.org/policy-research-center/research-data/prc-publications/Tribal_Data_Capacity_Survey_FINAL_10_2018.pdf> [↑](#footnote-ref-4)
5. Rainie, Stephanie Carroll, Desi Rodriguez-Lonebear, and Andrew Martinez. 2017. Policy Brief (Version 2): Data Governance for Native Nation Rebuilding. Tucson: Native Nations Institute. <http://nni.arizona.edu/download_file/view/1120> [↑](#footnote-ref-5)
6. Id. [↑](#footnote-ref-6)
7. [*https://azprc.arizona.edu/sites/default/files/CHWtoolkit/PDFs/LOGICMOD/CHAPTER4.PDF*](https://azprc.arizona.edu/sites/default/files/CHWtoolkit/PDFs/LOGICMOD/CHAPTER4.PDF) [↑](#footnote-ref-7)
8. Locke, E. A. (1968). Toward a theory of task motivation and incentives. *Organizational Behavior and Human Performance,3*(2), 157-189. doi:10.1016/0030-5073(68)90004-4 [↑](#footnote-ref-8)
9. Berman et al., “Engaging the Community- A Guide for Community Justice Planners,” Center for Court Innovation, Bureau of Justice Assistance, 2010 <https://ncjtc-static.fvtc.edu/Resources/RS00003512.pdf> [↑](#footnote-ref-9)
10. Juvenile Law Center, “Empowering Youth In Court, Youth Fostering Change 2016-2017, <https://jlc.org/youth-advocacy/youth-fostering-change-projects/empowering-youth-court> [↑](#footnote-ref-10)
11. Choo et al., Juvenile Drug Courts: Policy and Practice Scan, December 2016, National Criminal Justice Reference Service. <https://www.ncjrs.gov/pdffiles1/ojjdp/grants/250442.pdf> [↑](#footnote-ref-11)
12. See, U.S. Department of Health and Human Services, “Health Information Privacy,” <https://www.hhs.gov>, for more information about HIPAA. [↑](#footnote-ref-12)